Palmer School of Library and Information Science

The Palmer School offers courses and programs at four locations in the metropolitan New York area. At the LIU Post campus in Brookville, Long Island, the school offers its Master of Science in Library and Information Science: School Library media, and Doctor of Philosophy in Information Studies programs and its Advanced Certificates in Archives and Records Management and Public Library Administration. The Archives and Records Management certificate can be taken post-Masters or concurrently as part of the M.S.L.I.S program. Beginning in September, 2012 the Certificate of Archives and Records Management is also available as on online program.

The M.S.L.I.S is also offered in Manhattan at New York University's Bobst Library on Washington Square. Selected Master's level courses are offered in Hudson at the Long Island University's Graduate Center and on eastern Long Island at the Brentwood campus of LIU Post .

The M.S.L.I.S program for School Librarians is approved and registered with the New York State Education Department. The School Library curriculum is accepted for public library certification and for school library certification in New York State. It is offered in a blended/ hybrid format at the LIU Post , Brentwood and Hudson locations.

The M.S.L.I.S program is accredited by the American Library Association.

The Doctor of Philosophy program in Information Studies has a strong inter-disciplinary focus in order to prepare individuals who can conduct research and teach in new and existing fields and integrate information studies into and with related disciplines. Doctoral courses are offered only at the LIU Post campus. New students can enroll only in the fall semester and a maximum of twenty students are admitted each year.

Palmer School of Library and Information Science Graduate Bulletin

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General Information

HISTORY

The Palmer School of Library and Information Science was established in 1959 on the LIU Post Campus of Long Island University. The Master of Science in Library Science was first accredited by the American Library Association in 1971. In 1992, the M.S. in Library Science was merged with the M.S. in Information Science and subsequently the name of the degree was changed to the M.S. in Library and Information Science. In 1995, the School began to offer the full accredited M.S. in Library and Information Science in Manhattan, and in 1997, the first class of students was admitted for the Doctor of Philosophy in Information Studies program.

SCHOOL MISSION

The mission of the Palmer School is to empower information professionals through education, research and achievement. The mission of the School is reflective of the mission of Long Island University,"to provide excellence and access in private higher education to people from all backgrounds who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for services to their communities and the world."

The mission of the Palmer School is consistent with the mission of the LIU Post campus of Long Island University:

> "At its core a liberal arts institution, the LIU Post Campus of Long Island University is dedicated to meeting the needs and expanding the horizons of all its students, whether in the arts and sciences or in our professional schools. At LIU Post , we are committed to providing highly individualized education experiences in every department and program from the freshman year through advanced doctoral research in selected areas. The emphasis on the student learner is evident in our faculty's devotion to excellence in teaching, our intensive advisement system, and our encouragement of experiential learning through cooperative education, internships, practice, community service, study abroad, research projects, and artistic performance. Our students benefit as well from the Campus' participation in one of the nation's largest private university systems, and from our ability to draw on the unparalleled cultural and professional resources of New York City and Long Island. LIU Post students developed strong critical and expressive abilities, a sense of civic responsibility a mature understanding of the ideas, events and forces shaping the modern world."

In all aspects of the School's operations, the faculty and staff place value on:

- Providing leadership in the profession through research and service;

- Maintaining a multiplicity of professions and subject areas within the school;
- Maintaining a commitment to effective teaching and an integrated curricular philosophy with respect to Information technologies;
- Ensuring that basic human values are reflected in every aspect of the School and that there are interactions, partnerships and collaboration among faculty and with students;
- Building collegiality, good manners and respect into all activities;
- Sustaining dedication and pride in the School, the institution and our students.

The goals towards which the Palmer School strives constantly are:

- Provide education programs for an increasingly technology based society;
- Educate students who will be knowledgeable, skilled, and committed members of the information professions;
- Maintain an exemplary faculty of dedicated teachers and researchers;
- Sustain a learning environment that supports the educational and research objectives of the school's faculty and students.
- Establish a reputation for providing vision, leadership, service and value.

Palmer Program Goals

Graduates of the Master of Science in Library and Information Science program will:

I. Reflect the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities;

Aligned with: ALA Standards I.2.1, I.2.2, I.2.3 and I.2.10

II. Utilize a broad range of systems and technologies to manage and deliver information;

Aligned with: ALA Standards I.2.1

III. Deliver user-centered services and cost-effective programs tailored to the needs of increasingly diverse populations;

Aligned with: ALA Standards I.2.1, I.2.4, I.2.9

IV. Staff, manage and lead libraries and information centers of all types;

Aligned with: ALA Standard 1.2.1

V. Contribute to the profession through service, research and advocacy.

Aligned with: ALA Standards I.2.4, I.2.5, I.2.6, I.2.7

Student Learning Outcomes

I. In achieving Goal I**,** students will:

a. explain and apply the ethics, history, values, philosophy and principles of the library and information science professions;
b. analyze and apply legal, social, economic, technological, and global policies and trends affecting libraries and information organizations and the profession;
c. explain, compare and contrast different types of collections, libraries and information centers; and
d. use effective communication skills applicable for specific audiences and user groups.

*Aligned with**:** ALA Core Competencies 1A, 1B, 1C, 1D, I E, 1F, 1G*

II. In achieving Goal II, students will:

a. use professional standards to organize, manage, preserve, evaluate and deliver information resources in a variety of formats;
b. explain and apply systems for organizing and structuring information and knowledge, such as cataloging, classification and other metadata formation standards;
c. search, retrieve and synthesize information from a variety of systems and sources; and
d. evaluate information systems and technologies based on functionality, usability, cost, and quality;
e. build information systems and/or records used in such systems.

Aligned with: ALA Core Competencies 2A through 2D, 3A through 3C, 5B

III. In achieving Goal III, students will;

a. be able to evaluate, select, create, and use information resources, services and programs to meet the needs of diverse user groups, including underserved populations;
b. develop and deliver information programs designed to meet the needs of specific users and communities;
c. integrate technology, including emerging technologies, into operational services, as well as instruction and outreach programs;
d. use a variety of technologies to deliver resources and services in accordance with legal, ethical and professional standards; and
possess basic competencies required for instructional programs development in formation environments.

Aligned with: ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G, 7B, 7C, 7D

IV. In achieving Goal IV, students will:

a. put theory to practice interning in a library, archives, school, museum or other type of information organization;
b. explain and apply management principles, processes and practices including those relating to innovation and strategic planning as well as human resources, financial, and operational functions of a li-

brary or other type of information organization;
c. explain and use principles of leadership; and
explain and meet certification and/or licensure requirements for specialized areas of the profession.

Aligned with: ALA Core Competencies 1K, 4A, 4B, 8A through 8E

V. In achieving Goal V, students will:

a. demonstrate an understanding of the importance of service to and advocacy on behalf of libraries and the profession; continuing professional development; and research in the field;
b. demonstrate an understanding of the importance of qualitative and quantitative research methods.
c. explain and assess the value of research;
d evaluate, conduct and apply research in library and information science and related fields.

Aligned with: ALA Core Competencies 1H, 6A through 6C, 7A

Master of Science in Library and Information Science

Admission Requirements & Procedures

Applications are accepted on a rolling basis; there is no application deadline. Students who apply after the start of a semester will be considered for admission for the following semester. In addition to the online graduate application applicants for admission to the Master of Science in Library and Information Science program must submit the following documents:

- Copies of all official transcripts. Applicants who did not receive their undergraduate degree prior to applying should submit a transcript without the final semester's grades. Such applicants may be accepted pending receipt of their final transcripts.

- Applicants whose undergraduate GPA is below 3.0 may be required to submit the results of the Graduate Record Exam (GRE), Miller's Analogy Test (MAT) or other suitable exam taken within the last five years. The following GRE scores are required: If you took the test prior to August 1, 2011, a combined verbal/quantitative score of 1000 is required. If you have or will take the test after August 1, 2011 a combined verbal/quantitative score of 300 or above is required using the revised scale. A MAT score of 412 or above is required.

- One professional and/or academic letter of recommendation that addresses the applicant's potential in the profession and ability to complete a graduate program.

- A current resume.
- A written statement that describes the applicant's motivation for seeking the degree, special areas of interest, and career objectives in the profession (250-300 words).
- Students for whom English is a second language must submit results of a TOEFL test on which a score of 100 for the Internet based exam and 250 for the computer based exam is required.
- In rare instances, and at the discretion of the Palmer School Admissions Committee, an applicant who does not meet the minimum GPA or GRE requirements, but whose application otherwise evidences the potential to succeed in the program, may be accepted on a limited matriculation basis. Evidence to succeed may be demonstrated by relevant work experience or educational background in the related field

CERTIFICATE PROGRAM ADMISSION

Students who wish to obtain the Certificate in Archives and Records Management concurrent with the M.S. degree must comply with admission criteria and deadlines for the Master's degree program. Applicants who wish to receive a post-Master's Certificate in Archives and Records Management only, must submit:

- graduate application;
- official transcript indicating completion of a Master's degree;
- one letter of recommendation.

The **Public Library Administrator's Certificate** is only offered as a post-MLS program. Students must complete five specific courses (LIS 700-LIS 704). These courses are offered as full three credit graduate courses. For admission to the Program applicants must submit:

- A graduate application form;
- copies of official transcripts from an ALA accredited library science program;
- two letters of recommendation.

Although not required, applicants may be asked to submit to a personal interview.

PERSONAL ENRICHMENT

Master's level courses may be taken for personal enrichment by individuals with a Bachelor's degree or higher and with permission of the Director. To take courses on this basis, students must:

- submit a "Personal Enrichment/Visiting Student" application form to the Palmer School along with a $30 application fee;
- send a copy of a college transcript or other proof that their degree has been completed satisfactorily.

Acceptance as a personal enrichment student does **not** constitute acceptance into a degree or certificate program. Enrollment is limited to a maximum of **six** credits. To take more than six credits, a regular graduate application must be completed and accepted according to policies outlined in this Graduate Bulletin. Credits taken for personal enrichment are not automatically applied to subsequent degree or certificate programs in which a student may register.

INTERNATIONAL STUDENTS

In addition to completing the application form for international students, the following documents must be submitted to the International Office of Admissions.

1. Original official records of university work including degrees received. Official certified translations are required if the records are in a language other than English.

2. A TOEFL (Test of English as a Foreign Language) results with a minimum score of 100 on the internet based test and 250 on the computer based test.

3. Applicants whose undergraduate GPA is below the equivalent of 3.0 may be required to submit the results of the Graduate Record Exam (GRE), Miller's Analogy Test (MAT) or suitable exam taken in the last five years.

4. One professional and/or academic letter of recommendation that addresses the applicant's potential in the profession.

5. A current resume.

6. A written statement that demonstrates the applicant's motivation for seeking the degree, special areas of interest, and career objectives in the profession (250-300 words).

7. A statement from a sponsor who will be financially responsible for all expenses (tuition, room and board, and personal expenses).

VISITING STUDENTS

Students enrolled in other graduate library science programs may take courses in the Palmer School provided they:

1. Complete and submit a "Personal Enrichment/Visiting Student" application form to the Palmer School along with a $30 application fee;

2. Provide proof that (a) they are a student in good standing in another Master's program in library

science or a related field; and (b) their faculty advisor/dean approves of the courses, if they are to be used as transfer credits.

Acceptance as a visiting student does **not** constitute acceptance into a degree or certificate program. Enrollment is limited to a maximum of six credits. To take courses after six credits, a regular graduate application must be completed and accepted following to the policies outlined in this Graduate Bulletin. Credits taken by visiting students are not automatically applied to subsequent degree or certificate programs in which a student registers, but may be taken into consideration.

CONTINUING EDUCATION

Individuals who already have a Master's in Library and Information Science or a related field may register to take a limited number of courses in the Palmer School in order to update and expand their knowledge, and to undertake in-depth study of a specific subject. Courses may be taken for credit or audited. To register, students must:

- complete and submit a regular graduate application form requesting non-matriculated status to the Palmer School along with a $30 application fee;
- provide proof (a photocopy is sufficient) that they hold a Master's degree as outlined above.

Acceptance into advanced course work does **not** constitute acceptance into a degree or certificate program. Should individuals subsequently apply for admission to a degree or certificate program, the credits taken are not automatically applied to subsequent degree or certificate programs.

M.S. Academic Requirements & Policies

RESIDENCY

The M.S. must be completed in five years from the date of matriculation. It is expected that students will have continuous registration over successive semesters, excluding the summer session.

All students enrolled in the M.S. program in Hudson and Brentwood are required to register for at least three credits of coursework at LIU Post or NYU/Manhattan.

TRANSFER CREDITS

Graduate courses taken elsewhere may be credited toward the M.S. offered by the Palmer School. **Permission to transfer credits from another institution must be requested at the time of admission.** Courses must have been completed within the past five years and must be graduate level-courses in which the student achieved a grade of B or better. Transfer is normally limited to six credits. The

courses may not have been applied toward another degree. Transfer credits for courses in cognate disciplines will be considered but must be equivalent to a course in the Palmer School curriculum.

Students can apply for transfer credits by filling out a request for transfer credit form and attaching copies of the course syllabus, catalog description, and proof of successful completion of the course(s) along with a letter of justification.

Transfer credits are not recorded on the transcript until a student has successfully completed 15 credit hours at Long Island University.

Once registered, a matriculated student may not take a course at another school of library and information studies and use it as a substitute for a required course within the Palmer School's program unless proper approval is granted by the Director.

TRANSFER LIMITATIONS

Students who wish to meet certification requirements for School Librarian in New York State may have additional limitations on transfer of credits and should consult the Academic Counselor or the Director of the SM program before applying for transfer of credits.

For certificate programs, students may apply for transfer of a maximum of three credits.

The Director reserves the right to deny transfer of credits for cognate courses if they put at risk a student's ability to achieve those competencies required to complete the School's M.S. program.

COGNATE COURSES

Students have the option of taking up to six credits in other disciplines. These elective courses may not have been used toward another degree, must fit with the student's plan of study, and must be graduate-level courses. Cross-listed courses (LIS and another program) count as LIS courses, not as cognate electives. The approval of the Director must be obtained prior to registration in courses outside of the School.

ACADEMIC PERFORMANCE

A grade of B or better is necessary to receive credit for the course. Grading is according to the letter grades used for all graduate programs at LIU as follows:

- **A** Exceptionally fine (4.0) comprehension of the subject.
- **A-** Excellent comprehension of the subject beyond the competencies set for the course. (3.667)
- **B+** Competencies have been achieved with above average comprehension. (3.3333)
- **B** Competencies set for the courses have been achieved. (3.0)
- **B-** Most course competencies have been met. (2.667)
- **C+** Better than passable but all competencies have not been met. (2.333)

- **C** Minimal achievement of all competencies. (2.0)
- **F** Failure to achieve minimal competencies.(0)
- **W** Withdrawal from course without penalty.
- **I** Incomplete. Granted at the **discretion of the instructor** in cases of emergency or hardship. Incomplete work must be finished before the end of the next semester (excluding summers) or the student may not be permitted to register for further courses.

MAINTENANCE OF MATRICULATION

Graduate students who would like to maintain their matriculation without taking classes may register for Maintenance of Matriculation. This status is available to those graduate students who have completed their class work, but are still working on a Master's thesis or project, or any student who needs to take a leave of absence for a semester, but who would still like to retain their matriculated status. Students may maintain their matriculation for up to one academic year (two semesters). This status allows students to continue under the requirements in effect when admitted and prevents the need to reactivate through the Admissions Department. Students must be aware that their financial aid status may be impacted if they choose to maintain matriculation and should contact the financial aid office. In addition, students should know that maintenance of matriculation does not extend the time limits specified under "Academic Requirements and Policies" in this Graduate Bulletin.

UNSATISFACTORY PERFORMANCE

In the M.S. program, a student whose GPA falls below 3.0 at any time may lose matriculation status and be dismissed from the program. An "F" grade in any course may result in immediate dismissal from the program. Students with two "C" or "C+" grades will be referred to the Director for review.

Students who wish to challenge a final grade in a course may do so by first appealing to the instructor for a review. If the matter is not resolved, the student, in accordance with University procedures, may appeal in writing to the Director of the Palmer School for a hearing on the matter. The hearing may be with the Director or a committee of the faculty or both. In a certificate program, one grade of "C" or "C+" will result in a review.

LEAVE OF ABSENCE

Students unable to attend classes for a semester and who wish to continue his/her studies under the requirements in effect when first admitted must request a leave of absence from the Palmer School director in writing. Such request must be made before the start of the semester for which leave is sought.

VIOLATIONS OF ACADEMIC INTEGRITY

Violations of academic integrity such as cheating and plagiarism are a serious matter that also touch upon professional ethics. The following process explains how violations of academic policy are handled within the Palmer School:

- Allegations of violation of academic policies will be referred to a special committee of the faculty. Anonymous allegations will not be considered. Within 10 days of receipt of an alleged violation, the committee will review the matter.

- The student accused of violating academic policies must be advised in writing by the Director and invited to a meeting of the committee. The letter must indicate the purpose of the meeting and procedures followed in investigating the alleged violation.

- The student must have the opportunity to question the person who brought the allegation to the committee. The Director may not be present at this meeting since he or she is part of the subsequent appeal process.

- The committee will forward its conclusion and recommendation in writing to the Director within 10 days of the conclusion of its investigation. The recommendation will be one of the following: expulsion, suspension (for a specified period), placement of a memorandum in the student's file, or no action.

- The Director will convey the recommendation to the student and advise the student that he or she has thirty (30) days in which to appeal before the decision becomes final.

- If the student chooses to appeal, he or she must do so in writing to the Director within the 30 day period.

- In the case of an appeal, the committee and the student will forward all relevant information to the Director. The Director may consult with the entire faculty before making a decision.

- The Director will make a decision and send it to the student, in writing, within 30 days of receipt of all relevant information from the student and committee.

Palmer School Course Listing

The Master's program requires students to complete 36 credits, 30 of which must be in library and information science. There are 15 credits of required courses, which include an Internship.

Under the guidance of a Faculty Advisor, students plan a course of study that develops competency in a particular area. The School's Faculty Advisors and Academic Advisor have copies of sample plans of study in a wide range of areas to help students develop individualized plans of study that suit their career interests.

An additional 21credits of electives can be taken from a broad array of courses that are tailored to suit individual career objectives.

Required M.S. L.I.S courses are:

LIS 510 Introduction to Library & Information Science
LIS 512 Introduction to Knowledge Organization
LIS 514 Introduction to Research in Library & Information Science
LIS 690 Internship or
LIS 691 Internship for School Libraries

In addition, students are required to take one of the following:

LIS 511 Information Sources and Services
LIS 603 Humanities Sources and Services
LIS 604 Science and Technology Sources and Services
LIS 605 Social Science Sources and Services
LIS 607 Health Science Sources and Services
LIS 608 Legal Sources and Services
LIS 609 Business and Economic Sources and Services

Students beginning the M.S L.I.S program in the Fall 2011 and thereafter are required to take one of the following:

LIS 513 Management of libraries & Info. Centers
LIS 622 Management of the School Media Center
LIS 713 Rare Books and Special Collections Librarianship
LIS 741 Public Libraries
LIS 745 Academic Libraries
LIS 747 Special Libraries
LIS 749 Health Sciences Libraries

Courses in the 500 series are open to upper level undergraduates provided prerequisites are met or instructor's permission is granted. Upper level (700) LIS courses are open to Masters and Doctoral. students. 800 level courses are open only to Doctoral students.

Master's Level Required Courses

LIS 510 Introduction to Library & Information Science
An overview of the field. Introduction to the history, purpose, functions, and processes of the field, its place in society, practice of the profession in various types of settings, and current issues and trends.
3 credits

LIS 512 Introduction to Knowledge Organization
Basic principles of bibliographic control. Emphasizes understanding the function of catalogs, indexes, bibliographies, Web-browsers and acquiring the ability to use and interpret these tools effectively. Introduction to bibliographic utilities, online catalogs and indexes, world wide web, metadata and the Dublin Core, MARC formats, Anglo-American Cataloguing Rules, Library of Congress Subject Headings, Sears List of Subject Headings, Dewey Decimal Classification, Library of Congress Classification.

Pre- or co- requisites: LIS 510
3 credits

LIS 514 Introduction to Research in Library and Information Science
Theoretical and applied research design, methodologies, and evaluations in library and information science. Review of existing research in the field, techniques of proposal preparation, and design of instruments used in the field.
Pre- or co- requisites: LIS 510
3 credits

LIS 690 Internship
120 hours during a semester at an approved site, working under supervision of a professional in the field. Guided by a Learning Contract jointly approved by faculty and the site supervisor, students augment what they have been taught in formal courses, further their career objectives, and enhance their skills, competencies, and abilities. For students with extensive library experience, LIS 695 (Masters Project) is available as an alternative to the internship, with permission from the student's advisor and Dean.
Prerequisites: Students should have completed all other core requirements and most electives before enrolling.

LIS 691 Internship/ Student Teaching (for School Library certification candidates)
240 hours or 40 days is the required time for student teaching. This must be split between elementary school (120 hours or 20 days) and secondary school (120 hours or 20 days). Secondary school is defined as either a middle school or a high school. It is the student's responsibility to choose the sites, with the guidance of the Director of the School Library program. Sites must be approved by the Director. Students will develop a learning contract which will govern this experience and must have a formal teaching observation. Students will be expected to put the theory or principles they have learned during their coursework into practice.
Prerequisites: LIS 510, 512, 514; LIS 620, 622, 626, 628, 629, 712 OR permission of the Director of the School Library program.

Master's Level Electives

LIS 508 Technology for Information Management
A comprehensive introduction to digital and communications technologies as the underpinnings for information storage and retrieval systems. These include the theory of digital representation of information (text, graphical images, and sound), the inter-relationship of hardware, operating system software and applications software in stand-alone systems, and extensions of these in networked environments.
3 credits

LIS 511 Information Sources and Services
Philosophy, process, and techniques of information services. Overview of information access and delivery, types of resources and formats used in information services, evaluation and measurement of

sources and services, and information seeking processes and behaviors
3 credits

LIS 513 Management of Libraries and Information Centers
Principles and techniques of management applicable to libraries and information service organizations. Focuses management theory on organizing for library and information services, collections, facilities management, and measurement and evaluation of services.
3 credits

LIS 516 Collection Development
Students will examine the principles, issues and best practices related to the development of a library collection serving an academic or research community in a college, university, public or special library environment. This course will consider methods for identifying the needs of a user community, designing a collection policy, selecting and acquiring library materials in all formats, making decisions related to a collection's management and preservation, and evaluating the quality and appropriateness of an existing collection.
3 Credits

LIS 517 Emerging Web Technologies
With the advent of new web technologies, an explosion of new social software tools has emerged enabling users to create, organize, share, and collaborate in an online space. Today's Web users are organizing their favorite bookmarks, collaborating on shared documents, cataloging their personal collections, and sharing their information with others. This course will explore the features and functionality of emerging web technologies such as blogs, wikis, RSS, social bookmarking, media sharing, tagging, folksonomies and more. This course will look at how libraries are implementing these various tools as well as their potential uses.
3 Credits

LIS 519 Great Collections of New York City
This course introduces students to issues surrounding the curation of special collections in architecturally or historically significant physical spaces in New York City. It does so through guided visits to repositories representing a range of historical types of libraries. During the course of these visits, students will see spectacular examples from major collections, become aware of the contexts of these collections, and develop an understanding of the "sense of place" associated with each collection. Their own observations will be enriched by the explanations of curators about opportunities and limitations of these special settings in regard to collection care, preservation, and services.
Prerequisite: LIS 510
3 credits

LIS 520 Records Management
Introduction to the systematic management of business records. Topics covered include: inventorying records, preparation of retention schedules, space management for inactive records, micrographics, protection of vital records, and file organization concepts.
3 credits

LIS 603 Humanities Sources and Services
A study of the nature of the knowledge, historical development, research, and publications in the humanities. Includes the identification and evaluation of bibliographic, reference, and selection sources in philosophy, religion, language, fine arts, minor and applied arts, performing arts, music, and world literature.
3 credits

LIS 604 Science and Technology Sources and Services
A study of the background, trends, terminology, and notable publications in the physical and biological sciences, engineering, and technology. Special consideration is given to the forms taken by scientific literature, bibliographic, selection, and reference sources. The needs of the user of various types of libraries are emphasized.
3 credits

LIS 605 Social Science Sources and Services
An examination of trends, terminology, and notable works in history, geography, political science, law, education, psychology, economics, business sociology, anthropology, and social sciences. A consideration for the form taken by social science literature. A study of bibliographic, reference, and selection tools in print and electronic formats.
3 credits

LIS 607 Health Science Sources and Services
Examines health science reference tools, both print and electronic. Includes study of the National Library of Medicine, and health science professional organizations and their publications. Specific attention is given to access to Medline through PubMed. The literature and resources for consumer health information, medical terminology, and Internet resources will be explored.
3 credits

LIS 608 Legal Sources and Services
Provides an overview of the tools and techniques of legal research. Students are introduced to the structure and processes of the three major components of the legal system in the United States: common law, statutes, and administrative law. Sources of foreign and international law are examined.
3 credits

LIS 609 Business & Economics Sources & Services
Examines business and economic fields, their literature and research, and the various settings and environments of business and economic research, for the U.S., with some attention to international needs. Includes collection development and services, general reference sources, statistical, bibliographic, government documents, periodicals, associations, etc., in print and electronic form, and techniques for using them. Also covers specific client groups, ethics, management, and current issues.
3 credits

LIS 611 Film & Media Collections
Examines business and economic This course will provide an introduction to building and maintaining collections and services related to visual media, primarily moving image, sound and ephemera. Dis-

cussions will survey key components such as the history of film and media in library collections, collection development, access, equipment, copyright, emerging technologies and management of non-print formats.
3 Credits

LIS 612 Art Librarianship
Students will be introduce to all aspects of art librarianship, with an emphasis on reference and collection development issues. Field trips will supplement in-class lectures, exercises, and hands-on practice with print sources and databases for art, architecture, and design research.
3 credits

LIS 616 Contemporary Artists' Books
This course will investigate the world of artists books and what it means to build a collection in this genre. Historical precedents and contexts in the art world will be explored. The practical side of the field will be examined: the marketplace, dealers and business ethics. Also, the logistics of stewardship over this special genre of books: housing, preservation cataloging, promotion and access.
3 credits

LIS 618 Online Information Retrieval Techniques
A survey of the design and use of computerized information retrieval systems and services, including online catalogs, commercial database searches, and Internet-based search services and electronic resources. The emphasis will be on acquiring a practical understanding of these systems and services to aid in the development of advanced search, selection, and evaluation competencies. The course will include the application of search strategies and techniques to all types of formats of electronic resources, including bibliographic, full-text, and multimedia resources. Instructional methods include lecture, online demonstrations, and hands-on training.
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 620 Instructional Design and Leadership
Examines the curriculum consultant and instructional leadership roles of the school media specialist, including appropriate techniques dealing with students having special needs in the library media center. Opportunities are provided for students to blend recent developments in curriculum and instruction with information literacy objectives and staff development strategies. Collaborative, interdisciplinary approaches to learning are emphasized.

There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21 (b) (3) (i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 622 Management of the School Media Center
An examination of developments in the principles and strategies for managing information and school library media centers. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations, and facilities planning

including discussion of school library facilities for children with disabilities and special needs.
There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21 (b) (3) (i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 624 Intro. To Online Teaching
Students will learn about historical and current trends and learning theories in online learning. Students will explore the online learning environment through applying instructional design, planning online activities, copyright and intellectual property, assessment of online learners, understanding social learning, collaboration tools, and classroom management.
Prerequisites: LIS 510 & LIS 620 or instructor approval
3 credits

LIS 626 Teaching Methodologies for School Media Specialists
This course will present teaching strategies important for the school media specialist in the school library information center "classroom." Learn and practice techniques for using the school library as a vital part of the instruction occurring within the school. Lesson planning, questioning strategies, and hands-on practice with important educational trends are integral components of this course.
Prerequisites: LIS 510 & LIS 620 or instructor approval
3 credits

LIS 628 School Media Materials and the Curriculum (Collection Development)
Survey of nonfiction resources in support of the subject content areas in the modern school curriculum including non-fiction materials . Attention is given to new developments in the curriculum, with emphasis on policies related to collection with selection of library materials.
There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21 (b) (3) (i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 629 Integrating Technology into the School Media Curriculum
Students will examine software, hardware, Internet applications, and web sites to see how technology facilitate learning in the school media center; exploring the ways hardware and software applications should be integrated in the curriculum, including examination of age appropriate technologies for children with disabilities use of adaptive technology.
There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21 (b) (3) (i). A total of 100 hours of observation must be completed prior to student teaching or practica internship).
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 650 Basic Web Design
This courses introduces students to the fundamentals of designing, building and maintaining passive

web sites. Passive web sites are those that do not change appearance as a result of user interaction. Students will learn and apply web site technologies such as XHTML (the Hypertext Markup Language using XML syntax) and CSS (Cascading Style Sheets). Students will be introduced to the web site architecture and web site design literature as far as they are relevant for passive web sites. Some fundamental aspects of the web such as http and URLs will also be addressed.
3 credits

LIS 651 Advanced Web Design
This courses introduces students to the fundamentals of designing, building and maintaining active web sites. Active web sites are those that do change appearance as a result of user interaction. For example, the user may point the mouse at a picture and the pictures changes. Or the user may file a request using a form and a response is given by the server. Students will learn and apply server-side technologies such as PHP (the PHP Hypertext Processor) and client-side technologies such as Javascript. Students will be introduced to the web site architecture and web site design literature as far as they are relevant for active web sites.
Prerequisites: LIS 650 or instructor approval
3 credits

LIS 652 Exhibitions and Catalogs: Library Meets Museum
While this course considers theoretical issues of conceptualization and criticism, it essentially provides practical, hands-on, experience with the steps necessary to create a successful exhibition of rare book/ special collections material. Major topics are planning, implementation, evaluation, and documentation. The course is appropriate for students who are preparing for curatorial careers in rare book / special collections units.
Prerequisites: LIS 510
3 credits

LIS 654 Building Digital Libraries
Designed especially for students intending to work with original research materials of cultural interest such as photographs, manuscripts, and printed ephemera, this course introduces the processes of digitizing these materials for wider public access. Covered are these topics: local and international contexts, implementation, management issues, special collections concerns, technical processes and issues, best practices and standards, marketing, use, evaluation, pedagogy, planning, and prediction. No one, of course, can ever have a full command of this rapidly changing area. "Learning to learn" is a more useful goal than learning "to know" in this area. Reacting to the dynamic and collaborative nature of this work, students will gain experience in finding and evaluating information materials on demand, and in "packaging" this information suitably for their colleagues. Applying their skills, they will also create actual micro-digital libraries representing cultural materials.
Prerequisite: LIS 512
3 credits

LIS 657 Introduction to Preservation
An introduction to the principles and practices of library and archives preservation. Current preservation methods, national, regional, and local preservation efforts, the history of preservation, and disaster planning and recovery will be examined.
3 credits

LIS 658 History of the Book
Students in this course become acquainted with recognized icons of the western book and with theoretical approaches to interpreting "the book" in its broadest sense. They gain first-hand experience with the
intellectual tools of the book historian's trade including vocabulary, bibliography in its various manifestations, sources, and major collections and related bibliographic institutions.
Prerequisite: *LIS 510*
3 credits

LIS 669 Government Information Resources
Study and evaluation of documents and information from federal, state, and municipal sources, including international governments. Most emphasis on the U.S. The nature of documents, electronic formats their reference and research value, as well as selection, acquisition, organization, and access in various settings.
Prerequisite: LIS 510 or instructor approval
3 credits

LIS 695 Master's Project
Available for students with extensive library experience as an alternative to LIS 690 (Internship). Independent research, design, or development that may include one of the following: a research paper of publishable quality; an instructional or informational design program; a creative performance program. The student will be required to present a proposal for approval as well as the completed results of the selected paper or program project to the faculty advisor, project supervisor, and the dean.
Prerequisite: LIS 510 & LIS 512 & LIS 514 and Director's approval
3 credits

LIS 697 Master's Thesis
Independent research for the preparation, development, and presentation of a master's thesis under a faculty member's advisement and supervision. The completed thesis must be approved by the thesis advisor and the Dean.
Prerequisites: LIS 510 & LIS 512 & LIS 514 and Director's approval
3 credits

LIS 699 Independent Study
Through independent study, students may explore in depth areas in the field that are of particular interest. A student will be limited to two independent studies during their course of study. For further information contact the Academic Counselor.
Prerequisites: LIS 510 & LIS 512 and Director's approval
3 credits

LIS 705 Principles and Practices in Archival Description: DACS/EAD
Explores the principles of archival description as expressed in *Describing Archives: A Content Standard.* Implementation of those principles through Encoded Archival Description (EAD) and MARC structures will form the largest portion of the semester. Other practices will include authority and subject analysis work. Other topics, issues, and technologies include related standards, the history

and development of archival description, the uses of description, and description for special formats. The course consists of lectures, discussion and hands-on exercises, culminating in an EAD and DACS-based analysis of existing finding aids.
3 Credits

LIS 706 Digital Preservation
An introduction to the theoretical and practical aspects of the preservation of digital records. The course begins with an overview of the issues facing institutions trying to preserve digital records. It then turns to a review of the many preservation initiatives underway worldwide. Finally, it focuses on practical considerations in implementing a digital preservation program.
3 Credits

LIS 707 Human-Computer Interaction (HCI)
Overview of foundations, interaction design and evaluation techniques in Human-Computer Interaction (HCI), a discipline concerned with understanding user needs, designing and evaluating an interactive system from a user-centered perspective. This course will focus on the human perspective of computing by examining how people perceive, process, remember, utilize, share and communicate about information in work and non-work situations; and how interaction technologies can take these human issues into account. Focusing on library systems and services as examples for evaluation, students will acquire practical skills in collecting patron/user needs and evaluating website/system design, including usability testing, persona design, card sorting, heuristic evaluation, cognitive walkthrough, and more.
3 Credits

LIS 710 Rare Books School (RBS)
Students may take up to two (2) courses in the University of Virginia's Rare Book School as part of this concentration. This option **must be approved** by the Palmer School before the student enrolls in the RBS program. See the RBS website for current course selections: www.rarebookschool.org.
Permission Required

LIS 712 Literacy for K-12 Environments
This course will develop understanding of the complexity of literacy for K-12 learners. Linguistic aspects (vocabulary, grammar, genre and text structure), cognitive and metacognitive behaviors (reading strategies), and socio-cultural context (beliefs and attitudes of non-English learners) will be examined as influences on a learner's development of literacy. This course will provide school and children's librarians with background knowledge of the various issues relevant to literacy instruction. Special emphasis will be given to strategies to use for students with disabilities. Reading motivation and strategies to incorporate technology into literacy learning will be discussed.
Entry requirements: Prerequisites of LIS620 and 626 for school media students and the 500 level courses for all other students or permission of the director of the school media program.

LIS 713 Rare Books and Special Collections Librarianship
Examines the characteristics, criteria, and appraisal of book materials. Historical background, principles, and practice of rare book librarianship. The organization, administration, collection building, maintenance, preservation, exhibition, publication, special problems, and use of rare books in

all settings.
Prerequisites: LIS 510 or LIS 512
3 credits

LIS 714 Archives and Manuscripts
Identification, preservation, and use of archival materials. Emphasis on the organization and administration of archival collections and departments of archives in various types of institutions.
3 credits

LIS 716 Audio Preservation
The purpose of the course is to explore the issues related to the preservation of audio materials, both in legacy formats and in current of future or digital forms. Students will be able to identify audio formats found in a library or archive. They will be knowledgeable about the fragility and obsolescence issues pertaining to preservation and access of audio formats.
3 credits

LIS 718 Facilitating Online Learning
Students will learn about concepts, strategies, and research for developing and facilitating an online learning community. Students will explore both asynchronous and synchronous tools while designing online activities based on best practices. Topics include understanding the role of the online facilitator, designing online coursework while creating a sense of presence, engaging learners in an online environment, constructing activities to engage online learners, and assessing online engaged learning.
3 Credits

LIS 721 Appraisal of Archives and Manuscripts
Discusses classic archival appraisal theory and recent refinements, including documentation strategies. Relates appraisal to the mission, goals, and objectives of an archival institution. Explores the applicability of appraisal theory to records on media other than print.
Prerequisite: LIS 714 or instructor approval
3 credits

LIS 722 Electronic Records
In-depth examination of electronic records management implications and applications. Topics include: document imaging systems, document management systems, inventorying and retention of electronic records, preservation of electronic records, and protection of vital electronic records.
3 credits

LIS 728 K-12 Literature for School Librarians
A survey course covering various genres, styles, authors, illustrators and trends with emphasis on the role of literature in the school library media center. Students will consider methods of selecting and evaluating children's and young adult literature in terms of readability and interest level and several ways in which the titles can be integrated as the content and vehicle to master the Core Curriculum. Through class discussions and constructing lessons, students will explore a range of topics related to literature, including booktalks, author studies, read-aloud techniques and book discussion groups.

3 Credits
(As of Fall 2012, the title of this course will be changed to Literacy Strategies for Special Education Populations).

LIS 729 Young Adults Sources and Services
A survey of adolescents and their reading with special emphasis on books written especially for this age group (12-18). The readings will include material emphasizing multi cultural characters and settings, and bibliotherapy including stories of persons with disabilities and special needs. Students will attain skills in providing library services for the young adult population, including information and referral. Programming, applying new technology advocacy, working with professional staff and administration, partnering with parents and community, school and public library cooperative projects, publicity, evaluation of literature and techniques for introducing literature to the adolescent population. The course requires reading of text, reading and discussion or a number of young adult titles in a variety of genres, small group presentations, oral presentations and bibliography.
Prerequisites: LIS 510

LIS 731 Materials and Services for Early Childhood
Materials and services for the young child, viewed from a library perspective. Discussion of underlying theories such as services and development of appropriate programs including presentation of age appropriate material for children with disabilities and special needs, use of adaptive toys and equipment and material. Emphasis on books---their selection, analysis, and presentation, with attention to other materials, e.g., oral tradition, recorded materials, toys and puppets.
Prerequisite: LIS 510 & LIS 511
3 credits

LIS 733 Children's Sources & Services
A survey of literature for children of preschool through elementary school age (pre-K to 11 years) with emphasis on the literary quality and characteristics of fictional and biographical materials. The survey will include materials emphasizing multicultural characters and settings and bibliotherapy including stories of persons with disabilities and special needs. Issues and problems of bringing books to children are also discussed.
Prerequisites: LIS 510
3 credits

LIS 735 Storytelling & Folk Literature
Analysis and evaluation of folk literature and epic tales as revelation of the culture of various people. This course emphasizes the art, techniques, and practices of oral presentation as a medium of communication and appreciation of literature.
Prerequisite: LIS 510 or instructor approval
3 credits

LIS 737 Serving Diverse Populations
A seminar on services for multi-cultural populations and groups with special interests or needs: Sensory or mobility-impaired; learning disabilities; adult beginning readers; English as a second-language; gifted and talented; latchkey children; homeless, aging, etc. Covers Federal Regulations, materials,

professional attitudes, techniques, equipment and programs, at all levels and settings.
Prerequisites: LIS 510
3 credits

LIS 739 Myth and the Age of Information
A seminar on the role of myth and storytelling in modern settings within diverse contexts such as management, marketing, psychology, politics, anthropology, literature, broadcast media and popular culture, multi-cultural education and religion. Covers the benefits and pitfalls of using story in different types of settings and the role of the information-based institution.
3 credits

LIS 741 Public Libraries
A study of the philosophy, background, function, and place of public libraries in contemporary society. Examines the principles and techniques of public library organization, planning, operation, resources, services and facilities, as well as how to identify and serve groups and organizations in a community. Study of present condition, trends, and issues. Emphasis on public service orientation.
Prerequisites: LIS 510 & LIS 512 or instructor approval
3 credits

LIS 745 Academic Libraries
A study of the place and function of the academic library within the parent organization with particular concern for library needs of students and faculty. Includes organization & administration, policy-making regarding collections, access, organization, facilities, services, personnel, budget, and finance. Attention is given to higher education, relevant networks, and external influences.
Prerequisites: LIS 510 & LIS 511 & LIS 512 or instructor approval
3 credits

LIS 747 Special Libraries
A study of the historical development and characteristics of a variety of special libraries. Organization, administration, and function within their parent organizations; problems and solutions associated with planning, collections, services, personnel, facilities, budgets, and evaluation are covered. Emphasis is on information centers, networks, the Special Libraries Association, and related organizations.
Prerequisites: LIS 510 or instructor approval
3 credits

LIS 749 Health Sciences Libraries
An overview of the services and programs of health sciences libraries. The principles and techniques of administration and management will be discussed with emphasis on the selection and organization of collections, budgeting, facilities, staffing, and evaluation.
Prerequisites: LIS 510 & LIS 512 or instructor approval
3 credits

LIS 755 Information Technologies and Society
A study of the history of technologies of information and communication and their social impact. The course examines the evolution of several technologies, such as writing, the printing press, film,

digitization, and their social and cultural context. The course also explores the development of the Internet and its current potential impact on social, economic, political and cultural structures.
Prerequisite: LIS 510 or instructor approval
3 credits

LIS 763 Metadata For Digital Libraries
Application of standards and rules to the construction of tools for information retrieval, primarily web resources and catalogs in library and information environments. Overview of concepts of knowledge organization and of meta-data applications. Special problems in the organization of resources (archival and library materials in various forms, internet resources). Includes metadata formats, descriptive detail for different forms of material; choice and form of entry for names and uniform titles; provision of authority control for names and titles.
Prerequisites: LIS 510 & LIS 512
3 credits

LIS 765 Knowledge Representation
Theory of subject analysis, vocabulary control and classification. Comparison and use of Dewey Decimal Classification, Library of Congress Classification, Library of Congress Subject Headings. PRECIS, Art & Architecture Thesaurus. Introduction to Universal Decimal Classification, Colon Classification, Medical Subject Headings, and other systems.
Prerequisites: LIS 510 & LIS 512
On Occasion, 3 credits

LIS 768 Digital Information Representation
Principles and concepts of abstracting and indexing methods in the context of manual and computer based information retrieval systems. Includes preparation of abstracts, subject analysis and vocabulary control, thesaurus construction, and computer assisted indexing. Evaluation of indexing and retrieval systems.
Prerequisites: LIS 510 & LIS 512
3 credits

LIS 770 Information Systems and Retrieval
Fundamentals of information retrieval systems, including structures, design and implementation, are covered. Also discussed are language, information and query representation, techniques, approaches, the human dimension, and evaluation in information retrieval along with a brief survey of advances and research in the field.
Prerequisite: LIS 510 or instructor approval
On Occasion, 3 credits

LIS 781 WISE Consortium
As a member of the WISE (Web-based Information Science Education) consortium of schools, we are pleased to announce the addition of WISE course offerings to our students. These online courses are taught by faculty from WISE host schools using course management systems specific to their environment and academic calendar. WISE courses afford students the opportunity to take electives of interest at other WISE schools, exposing them to a wide array of faculty and students, without having

to transfer credits. Students should note the varying delivery methods and academic calendars among WISE schools. For more information visit the WISE website at www.wiseeducation.org.
WISE Application Required

LIS 785 Mentoring Experience
Mentees are assigned a mentor from the NYU Libraries as soon as they are accepted into the dual-degree program. Mentors and mentees will then work together to develop an initial learning contract which is reviewed each semester. On occasion, part of the mentorship may be completed at an off-site library approved by the Mentor and members of the Mentoring Committee. The mentorship of 160 hours may be completed at any time before graduation from both Masters programs.
Open only to Dual-Degree Students
4 credits

LIS 901 Special Topics
A special topic not covered in the regular curriculum is explored in depth.
3 credits. Effective Fall 2011, Students are limited to 6 credits of 901 courses, absent permission of the Palmer School Director.

Archives & Records Management Certificate Program

The Certificate in Archives and Records Management is an 18 credit program offered as part of the M.S. or as a separate post– Master's certificate. Because all types of institutions create and maintain records, there are career opportunities for both archivists and records managers in a variety of settings, including corporations, government agencies, libraries of all types, museums, historical societies, and non-profit organizations and associations. The Certificate program covers content areas included in certification examinations administered by the Academy of Certified Archivists (ACA) and the Institute of Certified Management (ICRM). In fall 2012 this certificate is available both face-to-face and online.

ADMISSION

Students who wish to obtain a certificate concurrent with the M.S. degree must comply with admission criteria and deadlines for the Master's program. For admission to the Archives and Records Management certificate program only, applicants must submit:

- A graduate application.
- A copy of an official transcript indicating completion of a Master's degree program.
- Two letters of recommendation.

PROGRAM REQUIREMENTS

The Certificate in Archives and Records Management encompasses 18 credits, of which 9 are in the following required courses:

LIS 520 Records Management I

LIS 714 Archives and Manuscripts
LIS 690 Internship

Students may choose an additional 9 credits from a variety of electives that are tailored to suit individual career objectives, including:

LIS 611 Film and Media Collections
LIS 657 Introduction to Preservation
LIS 705 Principles and Practices in Archival Description: EAD/DACS
LIS 706 Digital Preservation
LIS 713 Rare Books & Special Collections Librarianship
LIS 721 Appraisal of Archives and Manuscripts
LIS 722 Electronic Records
LIS 755 Information Technologies and Society
LIS 763 Metadata for Digital libraries
LIS 765 Knowledge Representation
LIS 770 Information Storage and Retrieval

Public Library Administrator's Certificate Program

The Public Library Administrator's Certificate Program consists of five courses that carry graduate academic credit and culminate in an Advanced Certificate in Public Library Administration recognized by the New York State Education Department. The program is designed to:

1. provide a solid management education program for public library administrators;

2. update librarians on new management principles and organizational structures;

3. integrate these concepts and illustrate their practical application within the public library setting;

4. explore current issues and trends in public library management and improve leadership skills within the workplace;

5. provide a forum where important management issues germane to public librarians can be discussed in light of the theoretical constructs covered with this program.

ADMISSION

The Public Library Administrator's Certificate is offered in partnership with regional library organizations in a variety of locations. Students must complete five specific courses (LIS 700-704). Admission is made through the partnering library organizations in cooperation with the Palmer School and the Long Island University School of Continuing Education and Professional Studies.

For more information on admission to the program contact: Gerald Nichols at (516) 299-2867 or via email: gerald.nichols@liu.edu.

PROGRAM REQUIREMENTS

The certificate in Public Library Administration encompasses five required courses. The same level of effort is required however only three credit courses are eligible for transfer to other graduate level programs:

LIS 700 Principles of Public Library Organization & Management
LIS 701 Seminar in Legal Issues and the Regulatory/Governance Environment of the Public Library
LIS 702 Human Resources Administration in the Public Library
LIS 703 Financial Management of Public Libraries
LIS 704 Public Library Facilities, Automation Systems & Telecommunications

Public Library Administrators Courses

(Note: Not open to M.S.L.I.S students)

LIS 700 Principles of Public Library Organization & Management
This seminar explores public organization and management. Topics include principles of management and organization; the planning process, policy decision making, and leadership principles. Issues such as assessing community needs, public and governmental relations, cooperative ventures, leadership and management systems, professional ethics, and censorship are also addressed.

LIS 701 Seminar in Legal Issues & the Regulatory/Governance Environment of the Public Library
This seminar focuses on the legal basis for the public library, sources of the public library's authority and the organizational framework that enables the library to function in society. Attention is given to the laws, rules and regulations on the local, state, national level that affect public libraries. Other topics include the roles of the board of trustees and the library director; regulatory agencies and reporting requirements; insurance risk management and liability; library policies and their enforcement and the relationship of the public library to other agencies.

LIS 702 Human Resources Administration in the Public Library
This seminar deals with issues involved in developing and implementing a human resources program in the public library. Topics include performance evaluation; job descriptions; salary administration; fringe benefits; human resources policies; contract and collective bargaining negotiations; recruitment and interviewing techniques; civil service issues; and all legal aspects of personnel supervision and administration.

LIS 703 Financial Management of Public Libraries
This course is designed to provide library managers with an understanding of public finance and economic theory. Specific topics such as basic economic theory, public finance, community assessment, budget process and preparation, the audit function, taxation and capital funding are covered.

LIS 704 Public Library Facilities, Automation Systems and Telecommunications
This seminar is designed to prepare the public library administrator to deal with the process and

problems of planning, managing and evaluating library facilities. Emphasis is placed on maintenance and operation of public facilities, including space planning and utilization; building and grounds maintenance; security; and branch library issues. The process of defining, specifying, evaluating and selecting automation and telecommunication systems, furniture and other equipment is covered in depth. Other topics include the basics of writing a facilities program, selection of an architectural firm, project manager and building contractor.

School Library Media Program and Certification

A candidate for admission to the Palmer School seeking New York State certification as a school librarian (certification title: Library Media Specialist) must have a baccalaureate degree from an accredited institution of higher education. Undergraduate or graduate preparation for entry to the program must include a concentration of at least 36 credits in one of the liberal arts and sciences, as well as at least 6 credits in each of the following: English, social studies, mathematics and science. 3 credits also must have been earned in a language other than English. Candidates for school library certification may make up any deficiency during the course of their program. All students entering the school library program will be subject to a **transcript evaluation** to determine whether they have the requisite courses.

CERTIFICATION

The School Library specialization has the following required courses, in addition to the Palmer M.S.L.I.S. courses, for students entering the program with NYS Teacher Certification or equivalent:

LIS 620 Instructional Design & Leadership
LIS 622 Management of the School Media Center
LIS 626 Teaching Methodologies for the School Media Center
LIS 629 Integrating Technology into the School Media Curriculum
LIS 712 Literacy Strategies for the Special Education Population
LIS 691 Internship/Student Teaching

Also one of the following:

LIS 728 K—12 Literature
LIS 729 Young Adult Sources & Services
LIS 733 Children's Sources & Services

Students entering the program ***with*** New York State Teacher Certification will undergo a transcript evaluation to determine which education courses might be equivalent to the above courses. In such a case the student will be informed and electives to substitute for that course will be suggested.

Suggested Electives:

LIS 628 School Media & Materials in the Curriculum
LIS 624 Introduction to Online Teaching

To qualify for initial New York State Certification as a School Librarian, students must also complete the following:

1. two-hour child abuse seminar (either online or face to face)

2. violence Prevention Workshop (either online or face to face)

3. fingerprinting according to NYSED

3. qualifying scores on LAST, ATS-W and CST exams in Library Media tests

4. enrollment in the TEACH system (New York State's online application system for teacher certification)

Following three (3) years of successful employment and one (1) year of mentorship in a school library media center, a candidate may apply to the NYS for professional certification. The certification program is reciprocal for most states in the nation.

For students entering the School Library Program in Fall 2012 and anticipating graduation in May 2014:

NYSED anticipates new state tests **and** a portfolio requirement. Tests will include:

Content Specialty Test in Library Media: knowledge of content in the field including knowledge of the New York State Learning Standards in Science and Social Studies, the P – 12 Common Core Learning Standards in Mathematics, and the P – 12 Common Core Learning Standards in English Language Arts and Literacy

Writing Skills test

Educating All Students test

These new tests will be implemented in 2013, but will not be required until May 2014. Candidates graduating in May 2014 or after should wait for new tests to be available before beginning testing.

Rare Books and Special Collections Concentration

The Palmer School offers a concentration in Rare Books and Special Collections as part of the American Library Association-accredited M.S. in Library and Information Science program. The program is designed for students intending to pursue careers in research institutions and the book trade and for those collectors and scholars interested in this material. Students develop proficiency in rare book curatorship, archival techniques, the history of the book, rare book cataloging, preservation, and exhibition planning. They become acquainted with major collections through field trips and internships, and will have opportunities to meet experts in this area. The program will make extensive use of the rich rare books and special collections libraries in the greater New York area. Specialized courses in book history are offered and courses relevant to this concentration may also be selected from the Palmer School's certificate program in Archives and Records Management. All courses will be available in Manhattan at NYU's Bobst Library, although students may take core courses and some electives at other Palmer School locations.

Students pursuing this concentration receive a certificate of recognition when they complete their courses. To qualify for the certificate of recognition, students must take four courses in this area: Rare Book and Special Collections Librarianship (LIS 713), one course in the history of the book, and two of the following courses:

LIS 603 Humanities Sources and Services
LIS 657 Introduction to Preservation
LIS 714 Archives and Manuscripts
LIS 763 Metadata: Description and Access
LIS 519 Great Collections of NYC
LIS 652 Exhibitions and Catalogs in the Library
LIS 616 Contemporary Artists' Books

Courses in web design and digital libraries are strongly recommended although they do not count towards the concentration.

Students may take up to two (2) courses in the University of Virginia's Rare Book School (LIS 711) as part of this concentration. This option must be approved by the Palmer School before the student enrolls in the RBS program.

For more information, contact the Manhattan campus of the Palmer School at (212) 998-2680

Dual-Degree Program with New York University

The dual-degree program provides a student with two Master's degree, an MSLIS from the Palmer School and an M.A. from the Graduate School of Arts and Science at NYU or an MA from NYU's Steinhardt School: Media, Culture and Communication.

The purpose of this program is to produce subject specialists and scholar-librarians for academic and research in institutions and the information industry. Students take 13 fewer credits in the dual-degree program than if they took each Master's separately. An important part of this program is a specially

designed Mentorship with NYU Libraries' subject specialists (LIS 785). A mentors work with a student from the beginning to end of the degree. Mentors and mentees work together to develop an initial Learning Contract, which is reviewed each semester. Mentees are assigned a mentor from the NYU libraries as soon as they are accepted into the dual degree program. The mentorship of 160 hours may be completed at any time before graduation from both Masters' programs. On occasion, part of the mentorship may be completed at an off site library approved by the Mentor and members of the Mentoring Committee. One particular strength of the program is that it provides flexibility to customize the mentoring experience to the needs of the individual mentee.

ADMISSION

Students apply separately for admission to each school. A student must be admitted to NYU and The Palmer School before they can be considered dual-degree students. Please consult the NYU website (www.nyu.edu) for admission requirements. The Palmer School requires the GRE's for all students with a grade point average below 3.0. GSAS departments each have individual admissions applications deadlines. The Palmer School has rolling admissions with no application deadline.

All students who apply for the dual-degree should complete the following for the Palmer School:

- MSLIS admissions form and
- dual-degree supplementary form from the Palmer School and attend
- in-person information session with the program director at the Bobst Library.

While students may take library science courses at any campus of the Palmer School, all GSAS courses are taught in NYU's Washington Square Campus in Manhattan. The Palmer School offers all courses for the MSLIS at its NYU Bobst Library location.

Students already enrolled in the MSLIS program may apply for the dual-degree program as long as they have completed no more than **16 credits** by the time they enter the program. Students with more than **16 credits** in the NYU program can apply to the Palmer School for the M.S.L.I.S degree

REQUIREMENTS

The Palmer School portion of the dual degree program requires 28 credits:

Four core courses for 12 credits:

LIS 510 Introduction to Library and Information Science
LIS 511 Information Sources and Services or another Sources & Services course listed on pg. 18 of this Bulletin
LIS 512 Introduction to Knowledge Organization
LIS 514 Introduction to Research in Library and Information Science
LIS 785 Mentoring Experience for 4 credits (includes an internship program)

4 Electives for 12 credits (see course listings in the Graduate Bulletin)

NYU's GSAS program requirements can be found on their website – www.nyu.edu.
Students are advised to speak with a Director of Graduate Study in the department where they plan to apply before they complete their GSAS application. After completing 12 credits at NYU and after completing 12 credits at Palmer, students in the dual-degree program will:

Students are advised to speak with a Director of Graduate Study in the department where they plan to apply before they complete their application. After completing 12 credits at NYU and after completing 12 credits at Palmer, students in the dual –degree program will:

*transfer 8 credits from their NYU program to complete the dual-degree requirements for Palme tr.
*transfer 9 credits from their Palmer program to complete the dual-degree requirements for NYU
Students are responsible for applying for this transfer of credit and should do so once 12 credits are completed at *either institution*

WISE Consortium

The Palmer School belongs to the WISE (Web-based Information Science Education). consortium of Library and Information Science schools that offer online courses. These online courses are taught by faculty from WISE host schools using course management systems specific to their environment and academic calendar. WISE courses afford students the opportunity to take electives of interest at other WISE schools, exposing them to a wide array of faculty and students, without having to transfer credits. Students should note the varying delivery methods and academic calendars among WISE schools. For more information visit the WISE website at: www.wiseeducation.org. Palmer School students will have the ability to select from a wide array of online courses, regardless of their location, and take courses with faculty who are highly regarded in their area of expertise. Palmer School students are permitted to take a total of six (6) WISE credits and apply them to their M.S.L.I.S degree.

Doctor of Philosophy in Information Studies

PROGRAM MISSION

The mission of the doctoral program is to prepare individuals to assume leadership positions in research, teaching, and practice and who will contribute to theoretical and operational research in existing and new fields and will fill the need for researchers and faculty members in the broad field of information studies.

ADMISSION CRITERIA & PROCEDURES

Applicants must hold a Master's degree in any discipline. Work experience is an asset but is not required.

Admission decisions are based on the following factors; academic proficiency, professional accomplishments, proposed intellectual focus, and potential for completing a rigorous program. After an initial review of applications, some will be invited to an interview. Those who are qualified but cannot be accepted in a given year may be placed on a waiting list or offered a place in the following year's class

In addition to an application form (available from the Graduate Admissions office at the LIU Post Campus), applicants must submit the following materials by March 1 if they wish to begin classes in the fall semester

- A completed application form.
- A full curriculum vitae.
- A statement that explains their reasons for wanting to pursue a doctoral degree and outlines the proposed area of study and research.
- A copy of a publication or a sample of other scholarly writing.
- Official copies of all undergraduate and graduate transcripts.
- Three letters of reference.

In addition, applicants who do not have a master's degree from a U.S. institution must also complete and submit the following;

- An international graduate application form, in addition to the Ph.D application form.

A TOEFL score of at least 100 on the Internet based test or 250 on the computer– based test is required.

CURRICULUM

The Ph.D. program requires 48 credits of course work beyond a master's degree, plus a minimum of 12 credits at the dissertation stage. In addition, students must successfully pass a comprehensive examination, a dissertation proposal defense and a dissertation defense. Experience indicates that it takes 4-7 years to complete all requirements for the Ph.D. degree. The statutory limit for completion of all degree requirements is five years after a student passes the comprehensive examination. Normal progression through the program will be as follows:

1. Required first -year doctoral level courses (12 credits)

2. Elective course work (36 credits)
   a. Elective doctoral level courses (18 credits minimum)
   b. Elective related master's level courses (0-9 credits) or Independent study
   c. Elective co-related courses (9 credits)

3. Comprehensive examination

4. Dissertation proposal preparation

5. Dissertation proposal defense

6. Dissertation research

7. Dissertation defense

8. Graduation

REQUIRED FIRST– YEAR COURSES (12 credits)

There are:

a. two required area/content courses for a total of 6 credits:
   DIS 801 - Knowledge Organization and Access (3 credits)
   DIS 803 - Information Studies and Services (3 credits)

b. two required research methods courses for a total of 6 credits:
   DIS 805 - Research Methods I (3 credits)
   DIS 807 - Research Methods II (3 credits)

These four courses must be taken in the first year of study with two courses being required in the first Fall Semester and two courses being required in the first Spring semester.

ELECTIVE COURSES (36 credits total)

Students will choose electives in conjunction with the Major Advisor and possibly the External Advisor. Prior education, experience and research plans will be considered in making decisions about what is to be taken in the field of Information Studies and in co-related areas.

a. ***Doctoral level electives (a minimum of 18 credits) from the following:***

DIS 810 Seminar in Knowledge Organization
DIS 812 Information Retrieval
DIS 815 Information Systems: Theories, Paradigms, and Methods
DIS 816 Human-Computer Interaction
DIS 820 Information Policy and Services
DIS 822 Information & Society
DIS 824 Information Services
DIS 826 Organizational Information Management

There are no distribution requirements between two major areas of study (Knowledge Organization and Access; Information Studies and Services). Doctoral students may take any of the above as doctoral level electives but students must pass the comprehensive examinations in both areas, since one of the objectives of the program is to produce individuals with a broad understanding of the field. It is expected that students will take electives that complement their own strengths and experience.

b. Electives from related master's level courses (0-9 credits) or Independent Studies

Advanced master's courses at the 700 level in the Palmer School may be used as electives. Courses numbered LIS 901 may or may not be used as electives in the Ph.D. Program. DIS-899 - Independent Study requires an application that is approved by the Major Advisor, the faculty member who will supervise the independent study, the Director of the Doctoral Program, and the Director of the Palmer School. There is no limit on the number of credits that can be taken as Independent Study.

c. Elective from co-related courses (9 credits)

Students must identify a co-related field of study outside of the field of Information Studies. Students will incorporate knowledge from their co-related fields of study in answers to questions on the comprehensive examinations and in the dissertation. These courses must be graduate courses at the doctoral level or master's courses approved as appropriate for doctoral level study. They may be taken at the LIU Post Campus or at other institutions. The selection of courses in the co-related area must be approved by the Major Advisor prior to registration.

If the courses are taken outside of Long Island University after a student is admitted to the Information Studies doctoral program, the PERMISSION TO TAKE COURSES AT ANOTHER INSTITUTION form must be completed in advance of registering for the course. It is submitted to the Major Advisor who processes it through the required levels of approval. When a course is completed at another institution, the student must request that an official transcript be sent to the Palmer School.

Students have the opportunity to select co-related doctoral-level courses from the other doctoral programs on the LIU Post Campus (Clinical Psychology and Education), subject to the approval of the Major Advisor and the Director of the other doctoral program.

In addition, there are master's-level courses available in the College of Arts and Science, School of Education, College of Management, School of Health Professions, and the School of Visual and Performing Arts that may be used as co-related electives by doctoral students in Information Studies. While some of these master's-level courses have been reviewed by the Palmer School faculty in prior years, approval of actual courses as co-related electives will be done in the semester prior to these courses being taken. Current syllabi for these courses must be obtained and be reviewed by the student's Major Advisor before they can be approved as a co-related course.

RESIDENCY AND REGISTRATION REQUIREMENTS

Students must take six credits of required courses in each of their first two semesters. After the first academic year (Fall and Spring semesters), continuous registration must be maintained in the program. Summer semesters are excluded. The number of credits that are taken per semester after the first year can vary but may not be less than three until the 48 credits of course-work have been completed.

Doctoral students who would like to maintain their matriculation without taking classes may register for Maintenance of Matriculation. There are two types of maintenance:

Students not yet at the Dissertation Research stage may register for "MM1: Maintenance of Matriculation, Graduate." For example, students may register for MM1 in a semester in which they are studying for the comprehensive examination. Students may register for MM1 a maximum of 3 times."MM1D: Maintenance of Matriculation, Ph.D." is only for students who already have registered for 12 credits of Dissertation Research. MM1D may be taken up to 12 times

Maintenance of Matriculation permits students to continue under the requirements in effect when admitted and prevents the need to reactivate through admissions. Students must be aware that their financial aid status may be affected by Maintenance of Matriculation.

Doctoral Level Courses

DIS 801 Knowledge Organization and Access
Overview of the foundations, topics and issues in information organization and access, including current research in knowledge organization, information retrieval, systems analysis and design, and human-computer interaction.
Fall Semester, 3 credits

DIS 803 Information Studies & Services
Overview of the foundations, topics and issues in information studies and services, including current research in information and society, information policy, information services, and organizational information management.
Spring Semester, 3 credits

DIS 805 Research Methods I
Survey of principles of scientific inquiry. Emphasis on the overall research process and developing quantitative methodological skills, including the application of descriptive and inferential statistics in data analysis. Design of research projects and preparation of research report. Critical review of empirical research in information studies.
Prerequisite: Master's level research methods course.
Fall Semester, 3 credits

DIS 807 Research Methods II
Examination of the qualitative paradigm of research. Examination of historical methods for research. Overview of meta-analysis. Critical review of qualitative and historical research in information studies. Design and implementation of qualitative and historical research.
Prerequisite: DIS 805
Spring Semester, 3 credits

DIS 810 Seminar in Knowledge Organization
Identification and study of problems in knowledge organization with close attention to theory building through research. Emphasis on autonomous student investigation, writing, and discussion. Students will conduct original research, with results reported in the class. Includes the historical context for bibliographic control; problems related to descriptive cataloging, classification and subject analysis, vocabulary control, authority control; and, the design of bibliographic retrieval systems.
Prerequisite: DIS 801 , DIS 803, DIS 805, AND DIS8 07
Offered on a two-year schedule, 3 credits

DIS 812 Information Retrieval
Fundamentals and theories of information retrieval (IR) are examined, including retrieval language, query formation, IR models, approaches, techniques, IR systems, hypertext and multimedia IR, and evaluation. Research in the field with an emphasis on identifying additional topics for further study.
Prerequisite: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule, 3 credits

DIS 815 Information Systems: Theories, Paradigms, and Methods
Conceptual and paradigmatic foundations of information systems research and development throughout history, from Shannon and Weaver's mathematical, objectivist perspective and cybernetics, to today's neo-humanistic, ethnographically-oriented socio-cultural paradigm represented in the works of the proponents of distributed cognition and activity theory. The epistemological and ontological assumptions of these paradigms will be examined. Various information systems development and research methodologies will be reviewed, with an in-depth look at the issues surrounding each of these methodologies.
Prerequisite: DIS 801 , DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule, 3 credits

DIS 816 Human-Computer Interaction
Examination of theoretical and methodological developments in HCI research and the application of research findings to the design and development of information systems. Emphasis will be on user-oriented systems analysis and design, and recent developments in usability research, testing and evaluation.
Prerequisite: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule, 3 credits

DIS 820 Information Policy and Services
Investigation of historical context and current policy agenda, with attention to social, political, and economic issues, and to policy implications of the electronic environment, in particular, the Internet, World Wide Web, and development of the National Information Infrastructure. Focus on stakeholders in policy development and implementation; economics of information and valuing of information; new information technologies; role of legal system; federal, state, and municipal roles and responsibilities; and international arena for information policy.
Prerequisite: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule, 3 credits

DIS 822 Information and Society
Complexity of the inter-relationship between information and information technologies and society. Utilizes the work of several of the classic thinkers of the 1930s, 40s and 50s Mumford, Ellul and Gideon) and moves to modern approaches such as the social constructivist approach of the Society for the History of Technology. Investigation of the social effects of the use of technology and information, the economics of information, and the social and political aspects of information.
Prerequisite: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule, 3 credits

DIS 824 Information Services
Addresses information services from the perspective of institutions dedicated to producing or sharing information, e.g., publishers, schools, libraries, museums, bookstores and research firms. Impact of electronic formats on all of these, in terms of their re-examination of traditional values and the reshaping of such services as the finding of information, publishing or providing access to it, and the teaching, editing and interpretation of ideas
Prerequisite: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule, 3 credits

DIS 826 Organizational Information Management
Exploration of the ways organizations manage information for decision-making and other purposes. Topics include: organizational structure and culture, archival management, record management, digital records, preservation, knowledge management, data warehousing, and data mining.
Prerequisite: DIS 801, DIS 803, DIS 805, and DIS 807
Offered on a two-year schedule, 3 credits

DIS 880 Dissertation Research
Pursuit of research as approved upon successful defense of the dissertation proposal. All students must register for one (1) to six (6) credits in each of Fall and Spring semesters in order to maintain their candidacy.
Prerequisites: All course work and qualifying examinations
Fall and Spring Semesters, 1-6 credits

DIS 890 Special Topics
A special topic not covered in the regular curriculum is explored in depth.

DIS 899 Independent Study
Exploration in depth of a subject that is not covered in the formal curriculum at the doctoral level. In the case that the subject is in the student's co-related area, the study may be conducted under the direction of an approved instructor outside Long Island University. The study must include a comprehensive and analytical review of the literature.
Prerequisites: DIS 801, DIS 803, DIS 805, DIS 807 and Dean's permission
Each Semester, 3 credits

Long Island University

The University was founded in Brooklyn in 1926 and currently has six campuses, more than 20,000 students, and a complement of more than 600 full-time faculty. LIU is accredited by the Middle States Association of Colleges and Secondary Schools and all of its programs are registered with the New York State Department of Education. Long Island University is one of the largest independent multi-campus institutions in the U.S.

LIU POST CAMPUS

The campus was established in 1954 on a 305 acre estate and is acknowledged to be one of the most beautiful academic settings in the country. The 160 undergraduate and graduate academic programs are complemented by many cultural, social, intellectual, and recreational activities such as world-class performances at the Tilles Center. The campus is 30 miles east of Manhattan, just north of the Long Island Expressway. The Long Island Rail Road and connecting buses take passengers to a stop on campus.

MANHATTAN PROGRAM

Master's courses have been offered in Manhattan since 1986. The Palmer School has had its base of operation in Manhattan in the Bobst Library at New York University since the Fall of 1993, where it has offices and classes. Students registered for courses in Manhattan are given access cards and borrowing privileges at the Bobst Library. The full M.S. in Library and Information Science degree is offered in Manhattan.

HUDSON PROGRAM

The Palmer School offers selected Master's courses toward the M.S.L.I.S degree at the State University of New York (SUNY) Purchase campus. M.S. students in the Hudson program must take three credits at either the LIU Post or Manhattan campus to fulfill residency requirements.

BRENTWOOD PROGRAM

The Palmer School offers selected Master's courses toward the M.S.L.I.S degree at the Brentwood Campus of LIU Post . Students in the program must take three credits at either the LIU Post or Manhattan campus to fulfill residency requirements.

Financial Aid

The Palmer School has a variety of scholarships and financial aid available, including academic assistantships. LIU Post 's Office of Financial Aid and the School's Academic Counselor can provide more information and assistance.

To contact the Financial Aid office
Call (516) 299-2338
Fax: 516-299-3833
E-mail: finaid@cwpost.liu.edu
Web: www.liu.edu/cwpost/finaid